

Purpose of Study

- English has a pre-eminent place in education and in society.
- A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.
- Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.
- Literature, especially, plays a key role in such development.
- Reading also enables pupils both to acquire knowledge and to build on what they already know.
- All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aim

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Attainment target

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
- Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Useful Links

Scheme of work

<p>Jonathan Bond Educational Consultancy Ltd</p>	<p>Jonathan Bond scheme</p>
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Intent

At Dr Walker's Church of England School, we endeavour to create a love for reading and writing. We want every child to leave Dr Walker's with the skills of an excellent writer who:

- Has the ability to write with fluency and has an author's voice;
 - Thinks about the impact they want their writing to have on the reader and knows how they will achieve this;
 - Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
 - Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;
 - Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat;
 - Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.
- Throughout their time at Dr Walker's, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. If you would like to know more about the National Curriculum for English, please click [here](#)

Implementation

- The Dr Walker's writing curriculum is built on the following Jonathan Bonds 4 key principles:
 - **Developing a secure understanding of the writing process**
 - **The writing process is recursive and not linear**
 - **Functional grammar is taught within context**
 - **New objectives are introduced in small, manageable steps**
 - **Pupils have frequent opportunities to write at length**
 - **Planned conferencing and workshopping allows teachers to meet individual pupil needs**

Impact

- Through our carefully planned and sequenced English curriculum, pupils will make good progress from their own personal starting points.
- By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in, and for, a range of contexts, purposes and audiences.
- Our pupils will acquire a wide vocabulary and have a strong command of the written word.
- Most importantly, they will develop a love of writing and be well equipped for the rest of their education in Key Stage 3, 4 and beyond.

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Long Term Plan

CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Building writing fluency	Stage 1 Early Writing Instruction		STAGE 2 Composing a sentence Spring 2 – Summer 1		STAGE 3 Beyond a sentence This will prepare pupils for transition into Year 1.
	Building writing fluency	<p>This approach should begin once the pupils have learned enough phonics to create a simple sentence e.g. 'The cat sat'. It should be a short daily session – this is crucial to its success. Teach to the whole class or half a class. Resist teaching it to small groups. It will take up too much of your time and it will be impossible to run the frequency of sessions that are necessary. The steps in each session are as follows:</p> <ol style="list-style-type: none"> 1. Model composing a sentence out loud. This sentence should only contain the graphemes and high frequency words which have been taught so far. Stress sense, use of phonics, finger spaces, capital letters and full stops. 2. Children repeat this sentence back several times to hold it in their heads 3. Model writing the sentence. The children can help you here. 4. Hide the sentence 5. Children repeat the sentence orally several times 6. Children write the sentence independently in their book 7. Show your sentence again 8. Children read their sentence aloud to their partner, compare it to your sentence and congratulate each other <p>This process also offers an introduction to the 'generate-evaluate'</p>		<p>The next stage of teaching writing in Reception should begin when pupils have learned much more of the simple code, and they know enough GPCs to have a go at spelling unknown words. The purpose of this procedure is to continue building the concept of a sentence but to add composition and broaden vocabulary. Again, this should be a short, daily session. The steps in each session are as follows:</p> <ol style="list-style-type: none"> 1. Display a carefully chosen picture and give the pupils a moment to look at it. Alternatively, pupils might experience something e.g., a visitor. 2. Talk about the picture/event with the pupils. Use this discussion to guide the session and also to teach new vocabulary. Introduce up to three new teacher-chosen words that are to do with the picture/event. Also, revisit one word that has been taught before. Discuss examples of sentences that the children could write (but do not model writing your own). 3. Each pupil thinks of a sentence to go with the picture, and they say it to a partner. They count the number of words in their sentence and hold up their fingers to show how many they will need. 4. Each pupil writes their sentence independently in 		<p>This final stage will be reached around the summer half-term mark and its purpose is to build writing stamina and move pupils beyond a single sentence. The method can be used for two or more sentences but build up the number of sentences gradually. Ensure the pupils experience success at two sentences first before trying three. Like the previous stage, this uses pictures or experiences. The pictures here, though, need to be richer as the pupils will be writing more. The steps in each session are as follows:</p> <ol style="list-style-type: none"> 1. Display a picture or refer back to an experience and use demonstration writing to write about it. Model thinking aloud about the picture and then model the 'think, say, write, check' process for each sentence in turn. Do not take contributions from the pupils. The additional focus in this step is showing them how to compose sentences that work together. When modelling, ensure that each new sentence continues straight after the full stop of the previous one. 2. If using a picture, display a new picture and give pupils time to think about it 3. Talk about the picture/event with the pupils. Use this discussion to guide the session and also to teach new vocabulary.

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		process which they will use throughout their lives, and it models the crucial sentence by sentence procedure of 'think-say-write-check'.	<p>5. They check their sentence word-by-word</p> <p>6. They each read their sentence to a partner and congratulate each other</p> <p>The vocabulary can gradually be added to a 'word wall'. Display each word with the part of the picture/event it refers to, e.g., print the picture, cut out the rock and display it with the word 'rock'. This vocabulary can be consolidated in other classroom activities.</p>	<p>Introduce up to three new teacher-chosen words that are to do with the picture. Also, revisit one word that has been taught before. Discuss examples of sentences that the children could write.</p> <p>4. Each pupil thinks of a sentence to go with the picture/event, and they say it aloud.</p> <p>5. Each pupil writes their sentence independently in their book</p> <p>6. They check their sentence</p> <p>7. Repeat steps 4-6 for a second sentence (and repeat again for a third if you are at that stage).</p> <p>Pupils give a final check and share their writing with a partner</p>
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CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 / 2 (2)	Fiction Non-Fiction Poetry Unit 2 – How to use different sentences in my stories Unit 1 – How to write a non-chronological report Unit 3 – How to write a poem	Fiction Non-Fiction Poetry Unit 5 – How to write a diary story Unit 4 – How to write an Instruction booklet Unit 6 – How to write an acrostic	Fiction Non-Fiction Poetry Unit 8 – How to write a losing story Unit 7 – How to write a recount Unit 9 – How to write shape poems	Fiction Non-Fiction Poetry Unit 11 – How to choose the best vocabulary in a poem Unit 10 – How to persuade a reader Unit 12 – How to write a fear story	Fiction Non-Fiction Poetry Unit 14 – How to make writing lively and interesting for the reader Unit 13 – How to write a leaflet Unit 15 – How to write nonsense poetry	Fiction Non-Fiction Poetry Unit 17 – How to write a play script Unit 16 – How to write a diary Unit 18 – How to add detail to poems
	Fiction Non-Fiction Poetry Unit 1 – How to write a defeating the monster story Unit 3 – How to write a recipe Unit 2 – How to build an image over a stanza	Fiction Non-Fiction Poetry Unit 5 – How to write a buddy story Unit 4 – How to write a newspaper report Unit 6 – How to perform your own poem	Fiction Non-Fiction Poetry Unit 8 – How to balance telling, description, dialogue and action Unit 7 – How to write a guidebook Unit 9 – How to write a cinquain	Fiction Non-Fiction Poetry Unit 11 – How to learn from an author Unit 10 – How to write a magazine article Unit 12 – How to use metaphors	Fiction Non-Fiction Poetry Unit 14 – How to write a portal story Unit 13 – How to write a letter Unit 15 – How to write a tanka	Fiction Non-Fiction Poetry Unit 17 – How to enjoy Shakespeare Unit 16 – How to write a persuasive brochure Unit 18 – How to communicate through poetry
Years 5 / 6	Fiction	Fiction	Fiction	Fiction	Fiction	Fiction

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(6)	Non-Fiction Poetry	Non-Fiction Poetry	Non-Fiction Poetry	Non-Fiction Poetry	Non-Fiction Poetry	Non-Fiction Poetry
	Unit 2 – How to write a character flaw story Unit 1 – How to write a ‘how to’ guide Unit 3 – How to experiment with language	Unit 5 – How to perform Shakespeare Unit 4 – How to write persuasive letters and emails Unit 6 – How to write a renga	Unit 8 – How to write a quest Unit 7 – How to debate Unit 9 – How to enjoy classic poetry	Unit 11 – How to enjoy classic fiction Unit 10 – How to tell a story using fiction and non-fiction Unit 12 – How to use ‘voice’ in poetry	Unit 14 – How to write a multiple narrator story Unit 13 – How to write a textbook Unit 15 – How to write a rondelet	Unit 17 – How to script and present a vlog Unit 16 – How to be an author Unit 18 – How to be a poet

CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 / 2 (1)	Building Fluency Writing	Unit 1-6	Unit 7-11	Unit 12-16	Unit 17-19	Unit 20-23
	Building writing fluency	Unit 1 – Four part solving a problem story Unit 2 – Four part solving a problem story Unit 3 – Four part solving a problem story Unit 4 – Four-part Recount Unit 5 – Four part solving a problem story Unit 6 – Four-part non-chronological report	Unit 7 – Longer solving a problem story Unit 8 – Longer solving a problem story Unit 9 – Longer recount Unit 10 – Longer diary story Unit 11 – Longer solving a problem story	Unit 13 – Longer solving a problem story Unit 14 – Longer solving a problem story Unit 15 – Longer solving a problem story Unit 16 – Longer Non-chronological report Unit 12 – Longer Instructions	Unit 18 – How to write a voyage and return story Unit 19 – How to write to an author Unit 17 – How to write instructions	Unit 20 – How to write a story based on traditional tales Unit 21 – How to write a fact file Unit 22 – How to write about an event Unit 23 – How to write a fairy tale
Years 3 / 4 (3)	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry
	Unit 2 – How to describe settings (2 weeks) Unit 1 – How to Inform a reader (2 weeks) Unit 3 – How to write a haiku (1 week)	Unit 5 – How to write a guided voyage and return story (2 weeks) Unit 4 – How to write an account of events (2 weeks) Unit 6 – How to write a list poem (1 week)	Unit 8 – How to write a ‘tricking the monster’ story (2 weeks) Unit 7 – How to write instructions for games (2 weeks) Unit 9 – How to write a diamante poem (1 week)	Unit 11 – How to write a warning story (2 weeks) Unit 10 – How to write a persuasive flyer (2 weeks) Unit 12 – How to use similes (1 week)	Unit 14 – How to write a triumphing story (2 weeks) Unit 13 – How to write and deliver a presentation (2 weeks) Unit 15 – How to learn from a poet (1 week)	Unit 17 – How to perform a scene (2 weeks) Unit 16 – How to explain (2 weeks) Unit 18 – How to create a mood in a poem (1 week)
Years 5 / 6 (5)	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry

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	<p>Unit 2 – How to create atmosphere</p> <p>Unit 1 – How to write and present a speech</p> <p>Unit 3 – How to enjoy narrative poetry</p>	<p>Unit 5 – How to write a finding story</p> <p>Unit 4 – How to present a TV explanation</p> <p>Unit 6 – How to write a crown cinquain</p>	<p>Unit 8 – How to engage the audience</p> <p>Unit 7 – How to write a biography</p> <p>Unit 9 – How to use stanzas in poetry</p>	<p>Unit 11 – How to write from a viewpoint</p> <p>Unit 10 – How to write a blog</p> <p>Unit 12 – How to use viewpoint in poetry</p>	<p>Unit 14 – How to write a ‘rags to riches’ story</p> <p>Unit 13 – How to write a webpage</p> <p>Unit 15 – How to write a nonet</p>	<p>Unit 17 – How to perform a play</p> <p>Unit 16 – How to write a discussion</p> <p>Unit 18 – How to structure poems</p>
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